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ABSTRACT

Described is the development of procedures for standardizing, on a district-wide basis, the administration of special education programs. It is explained that the project required three phases: first, development of a manual which set forth those administrative procedures which schools would follow; second, implementation of the procedures outlined in the manual; and third, evaluation of the program. Activities conducted at each phase of the project are detailed, and evaluation results are noted to support the project's success. An appended sample of the administrator manual (which makes up the bulk of the document) includes sections on the following: procedures for referral to special education programs; role and function of the school assessment committee; role and function of the county; notification of parents, hearing procedures, and use of the services information system; procedures for speech therapy placement; procedures for resource room placement; procedures for self-contained classroom placement; and procedures for home/hospital instruction. Also appended are checklists used in the evaluation phase and statements from practicum reviewers. (SBH)

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PROCEDURES FOR INSURING DISTRICT-WIDE STANDARDS IN SPECIAL EDUCATION PROGRAMMING

by
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Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University

EC 101357

Baltimore Cluster
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ABSTRACT

The purpose of this practicum was to develop procedures which would standardize, on a district-wide basis, the administration of special education programs. These needed procedures would be reflective of the requirements of the state special education bylaw and the result would be an administrative system for special education programming for the district. To accomplish this, a manual of administrative procedures which related to special education was developed as a result of a series of meetings with special education teachers and school district administrators. Following this, the procedures incorporated in the manual were implemented in the district and, after implementation, were evaluated by both an internal and an external process.

PROCEDURES FOR INSURING DISTRICT-WIDE STANDARDS IN SPECIAL EDUCATION PROGRAMMING

by
P. Donald Parks[1]

INTRODUCTION:

The Caroline County Board of Education serves approximately five thousand students. Of that number, about four hundred fifty have traditionally been enrolled in special education programs. The following programs served handicapped students in the county during school year 1975-76:

Eight resource programs were located in the five county elementary schools. These programs served children with learning disabilities and, also, children who function at the higher extreme of mental retardation. Three self-contained programs served the trainable mentally retarded through the age of 20. One county-wide educable mentally retarded class served students who were chronologically in grades 3 through 6. This class was also self-contained in nature. Four resource programs were located in the two middle schools (grades 7 and 8). The two high schools each had work-study programs in which the educable retarded and learning disabled were served. Additionally, one of the high schools had two other resource programs and the other had one. One speech therapist was assigned to the five elementary schools to assist children

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with communication disorders. One psychologist served the entire school population. Services to the profoundly mentally retarded and the orthopedically handicapped were provided through the Regional Special Education Center. This Center is a cooperative effort between five neighboring school districts to serve that student population suffering from low incidence handicapping conditions. Caroline County purchased services from a neighboring district to serve students with hearing impairments. County students who were emotionally disturbed were bussed daily to an institutional school within close proximity to the school district.

Because the Regional Center, the institutional school, and the neighboring district serving the hearing impaired did not fall under the administrative domain of Caroline County, these programs were not involved in this practicum. Only those programs listed above which were administered strictly by the county would be included.

STATEMENT OF THE PROBLEM:

In the Spring of 1973, mandatory legislation was passed which had far reaching implications for special education in the twenty-four local school districts of Maryland. The accompanying bylaw (13.04.01.01) which became effective July 1, 1975 offered parameters within which special education programs must operate in providing services to handicapped students. The new bylaw was more comprehensive in nature than previous guidelines had been.

Heretofore, the administration of county special education

programs was virtually the responsibility of individual principals. As a result, special education varied widely in terms of administrative procedures among county schools. In some schools, special education was seen as a means for the development of maximum student potential while in others it remained the traditional "dumping ground" for troublesome students. A high incidence of inappropriately placed students in special education programs existed. A study, conducted in the Spring of 1975, revealed that approximately half the students classified as mentally retarded and enrolled in special programs were erroneously placed. The intelligence of those students was above the upper limits of the mental retardation category. While the upper limit according to state guidelines was an IQ of 70, some students had IQs as high as 87. These students were placed in these programs because they were seen as undesireable by school staffs. Many were behavior problems. No systematic procedures were followed for referring and assigning students. Thus, placement in special education programs had become a matter of administrative convenience for school staffs.

To further complicate the issue, not until school year 1974-75 did the county employ a Supervisor of Special Education. Until that time, special education had been an additional duty of supervisors of regular instruction. Because of this, their efforts were mainly devoted to maintenance rather than to quality program improvement. There was little inclination to keep abreast of statewide developments and improvements as they related to special education programming.

With the ramifications of the new bylaw, it became clear that procedures needed to be developed which would standardize, on a district-wide basis, the administration of special education programs. These needed procedures would be reflective of the requirements of the bylaw and the result would be an administrative system for special education for Caroline County.

It should be noted that the bylaw did not mandate that districts develop a system such as outlined above. This was seen as desirable by the participant in that such a system would correct current practices seen as potentially damaging to students. Not only would the system do this, but it would operationalize the mandates of the bylaw as well.

This Practicum, then, addressed the formulation of a system of standarized procedures for district-wide special education programming. The system included provisions for recording that these procedures had been followed.

PURPOSE OF THE PRACTICUM:

To develop procedures which would standardize, on a district-wide basis, the administration of special education programs. These needed procedures would be reflective of the bylaw and the result would be an administrative system for special education for the district.

DESIGN:

In considering the task of standardizing procedures on a district-wide basis, three phases were deemed necessary if

the practicum was to have impact. First, a manual which would set forth those administrative procedures which schools would follow needed to be developed. Unless the procedures were recorded, confusion would continue to exist at the school level. It was also felt that virtually all administrative procedures, as they related to special education, should be incorporated into the document. This would also tend to eliminate confusion by having all procedures available in a single document. The procedures would also need to be congruent with the special education bylaw.

Also necessary was a provision which would insure that the manual, once completed, would be properly utilized by school personnel. Unless the procedures listed therein were enforced, the manual would be virtually useless.

The second phase of the practicum involved the implementation of the procedures included in the manual. Only after implementation could the effects of the manual be measured and, simultaneously, the third phase, worthiness of the practicum, be judged.

Phase I A: Development of the Manual

The first phase would begin by the participants' study of which administrative procedures would be included in the manual. It followed that in order to be of utmost benefit, virtually all procedures related to the county special education program would be included. Since services to students would be delivered via many program models, administrative procedures would be developed for these models. Therefore, procedures for

resource room, self-contained classes, speech and hearing therapy, and home/hospital instruction would be formulated and included. Additionally, some more indirect aspects of the special education program would also require attention. These aspects would include the student referral process, the school and county special education committees, and parental notification and permission policies. Administrative procedures would be aimed at standardizing these areas on a district-wide basis. Procedures relating to these areas would be described and the manual would include provisions for documenting that these procedures had been followed. This would be accomplished by the development of forms which would, when completed, reflect that proper procedures had been followed.

The process of referring students to special education would be discussed. The proper channels that the referral would take would be listed as well as defining who could make the referral. Referral forms would be devised along with checklists which the referral source would complete prior to action being taken. Once the proper forms had been completed, the manual would deal with procedures which the school assessment committee would follow in seeking to dispose of the referral.

The manual would discuss the make up of the assessment committee and describe its function. Forms to record proceedings at assessment committee meetings would be designed. If the referral was for self-contained classroom placement, out-of-county placement, non-public or institutional placement, regional special education center placement, or if the school

committee could not reach a decision regarding disposition of the case, the referral would be forwarded to the county special services committee.

Representation of the Caroline County Special Services Committee would be discussed along with its role and function. Forms for this committee to complete would be divised.

Although procedures to insure parental involvement in special education programming were compiled during school year 1974-75, these would also be included in the document. These procedures center around obtaining parental permission for placement, withdrawal of services and granting the parent due process in the event that disagreement with school decisions is evident.

Functions of the speech and hearing therapy, resource room, and self-contained programs would be discussed and respective forms designed. As part of these programs, forms dealing with student educational assessment and student educational management plans would be drawn up. In this way, insurance that a handicapping condition existed prior to special education placement and that proper documentation of that condition had occurred would be more obvious.

Lastly, the manual would address home/hospital instruction. Purpose and definition would be discussed as well as procedures to follow. Forms would be devised which schools would follow in arranging for the provision of these services.

The product of this would be a uniform set of district-wide procedures set forth in a document which would also include

forms which, when completed, would insure that correct procedures had been followed. These procedures would reflect that the mandates of the bylaw had been met.

After defining what would be included in the manual, the mechanics of formulating the desired procedures listed above would be dealt with.

To be most useful, input from those who would eventually utilize the manual would be sought. It was felt that if these people were involved in the formation of the procedures, it was more likely that the manual would be utilized as designed. Therefore, special education teachers and school administrative personnel would be involved in this effort.

This endeavor would be accomplished by holding a series of meetings with special education teachers. Administrative personnel would be invited to attend any, or all, of these meetings as desired.

The meetings would be devoted to formulating all procedures to be included in the manual. Another product of the meetings would be the designing of the forms which would reflect that the procedures had been followed.

The series of meetings would begin on August 29, 1975 with a meeting of all special education personnel. At that time, the project would be defined and dates for future meetings established. Future meetings would involve either a cross-sectional representation of personnel from all grade levels and programs, or sub sommittees composed of representatives from compatible programs, i.e., only elementary personnel would be involved in

formulating procedures for placement in elementary programs. The participant would chair each meeting. Nine such meetings would be held inclusive of the August 29th meeting. Descriptions of these meetings and results will be discussed below.

Phase I B: Development of Support for the Manual

Sufficient support for the manual would be solicited to insure that the provisions included in it would be carried out. This provision would lessen the likelihood of individual schools containing special education programs based upon the wishes of the principal, with little regard to state and local policy. A further explanation will be offered below.

By early January, 1976, the manual would be compiled, duplicated, and ready for distribution. The second phase of the practicum, implementation, would begin.

Phase II: Implementation of the Manual

Immediately upon distribution of the manuals, implementation of the procedures would begin. School personnel would review records of each special education student previously placed in special education programs to insure that appropriate procedures as outlined in the manual had been either followed or altered to comply. Any new referrals would follow these procedures. By early Spring, 1976, special education records pertaining to each student would have been updated according to the new administrative procedures.

The third phase of the practicum, evaluation, would be three-fold in nature and would involve the following; approval

by the Superintendent of Schools, internal evaluation, and external evaluation.

The internal-external evaluative processes would be directed at evaluating the following objectives of the practicum:

1-The practicum will reflect that a uniform system of student referral exists among county schools.

2-The practicum will insure that school assessment committees are functioning in each school.

3-The practicum will insure that the Caroline County Special Committee is utilized appropriately.

4-The practicum will reflect that procedures involving parental involvement have been followed.

5-The practicum will insure that students placed in special education programs have documented disabilities as described in the bylaw.

6-The practicum will show that individual educational assessments and educational management plans have been completed for each special education student.

7-The practicum will reflect that proper procedures for home/hospital instruction have been followed.

8-The practicum will reflect that the manual incorporates an administrative system which meets the requirements of the special education bylaw.

Phase III A: Evaluation - Superintendent's Approval

Approval for the manual would first be solicited from the Caroline County Superintendent of Schools. The second evaluation procedure would be internal in nature while the third would be external.

Phase III B: Evaluation - Internal

The internal process would involve the participant. The participant, in the Spring of 1976, would randomly select student special education records from each of the 22 county

special education programs. Utilizing a checklist, these records would be examined. Items included on the checklist would be reflective of the objectives listed above.

Phase III C: Evaluation - External

The external evaluation process would be carried out by the Regional Administrator in charge of special education from the Maryland State Department of Education. He would be requested to audit, randomly, student special education records in the 22 programs after the internal evaluation had been completed. He would utilize auditing guidelines established by his department in this endeavor.

The same internal-external evaluation process would be carried out with home/hospital instruction records. However, only those cases would be reviewed in which services were begun under the revised administrative procedures. A checklist would be used in the internal evaluation. The external evaluation would be guided by state requirements.

A more thorough description of evaluation procedures and practicum success will be described below.

EXECUTION:

Once the administrative procedures for inclusion in the manual had been decided upon, the first phase of the practicum effort began. This phase dealt with formulating the procedures and forms which would eventually be included in the manual.

Phase I A: Development of the Manual

At the August 29th meeting there was general agreement

from those present that such an effort would be worthwhile. The teachers present supported the fact that the inconsistency in special education programming among the schools was a source of great concern. It should be noted that no administrators, other than the practitioner, were present. The teachers also agreed that the procedures which had been decided upon for inculsion in the manual were appropriate. The only procedures which had been formulated until that time regarded parental notification and permission and were included in the document entitled, Guidelines For Pupil Admissions To Or Dismissal From Special Education Programming.

A meeting with a cross-sectional representation of special education teachers was held on September 11. Present at the meeting were teachers of elementary and secondary resource rooms, trainable classes, EMR self-contained classes, and the school psychologist. At this time, the forms for the individualized educational assessment and educational management plan were developed. These would eventually be completed for each student in a special education program. There was significant debate surrounding what should be included on the forms. The forms, it was felt, should include enough information to provide adequate student assessment, diagnosis, and corrective procedures yet not be so lengthy as to make their use burdensome.

A September 22nd meeting with elementary resource room teachers produced referral forms and checklists as well as procedures for placement. Appropriate forms for these services were also devised. In the course of developing these forms,

particular emphasis was given to simplicity and ease of process. Only information deemed essential was included. There was a fear that if the forms were too complex referrals from some teachers might be inhibited.

Secondary special education representatives met with the participant on October 15th. From this meeting came procedures related to referrals and placement. Forms relating to these procedures were also designed. The same safeguards surrounding simplicity as applied above were held for this group.

Descriptions pertaining to the role and function of school assessment committees were developed in an early November meeting. Reporting forms which the committees would use were also contrived. Particular emphasis was given to the make up of the committees and to meeting schedules. Some participants at the meeting suggested that weekly meetings of the assessment committees be mandated and that special education personnel should chair all meetings. It was concluded that this would be too constricting for school administrative staffs. Instead, wide parameters were provided which allowed for individual preferences.

On November 11th, the participant met with the county speech and hearing therapist. Educational assessment and management plan forms as well as referral procedures were developed. The same principles were used in developing these forms as were used in the development of the assessment and management plan forms at the September 11th meeting (see above).

By mid-November, a meeting had been held with teachers of self-contained programs. Procedures to be followed in these

programs were developed as was the referral process. Representatives from the EMR and TMR classes were present. Because self-contained programs would draw students from a county-wide basis, representatives deemed it useful for referrals to these programs to be approved by the County Special Services Committee. This will be discussed further below.

In establishing procedures for Home/Hospital Instruction and procedures to be followed by the Caroline County Special Services Committee, the participant met with the Supervisor of Pupil Personnel near the end of November. Because the Supervisor of Pupil Personnel would be more involved in this service than would teachers, it was felt most expedient to develop these procedures in such a manner. Of utmost importance in the development of these forms was that enough information be included in order to clearly indicate that such instruction was warranted and that the process was documented by appropriate authorities.

By early December, 1975, all procedures and forms to be included in the manual had been developed. A second general meeting with special education personnel was held on December 8th and each procedure and form was explained. Any suggestions were considered. Several principals were present at the meeting and offered input. For the most part, suggestions made at this point merely pertained to mechanical revisions and not to drastic, full scale revisions.

For those principals not present at the meeting, the participant visited their respective schools with the information

and discussed it with them in detail. It should be noted that throughout this process, the participant took advantage of every opportunity to discuss the project with principals in an effort at gaining their support. By the December 8th meeting there was general agreement among the principals that such a manual would, indeed, fill a need.

The procedures and forms were also presented at the December 15th meeting of the central office staff. Although no imput was forthcoming from this meeting, all agreed that the project fulfilled a need and pledged their support.

By early January, 1976, the participant had compiled the manual and it was duplicated and awaited distribution. The manual, (see appendix A) entitled Caroline County Special Education Administrative Procedures, contains eight sections pertaining to the administrative procedures listed above.

Section I deals with referral procedures. To eliminate confusion, the origination of the referral process in terms of appropriateness and referral source is briefly discussed. Special education teachers had voiced a desire to have standardized referral forms completed by referral sources prior to the referral coming to them. Although some teachers had previously developed forms for use in their respective schools, for the most part, the referral process had been oral in nature. By designing referral forms, standardization for all special education programs could occur. A further product was that information required by special education teachers would be readily available from the information contained on the referral forms. It would no

longer be necessary to engage the referral source in lengthy conversations because the material would be a matter of record. From meetings with the participant, the forms entitled "Referral for Special Education Services (Elementary and Secondary)" were developed. Teachers included on these forms the information they perceived as desirable prior to beginning work with the student. Elementary teachers desired more in-depth information about students. As a result, the form entitled "Developmental Checklist" was designed for students in grades 2 through 6. For kindergarten and first grade referrals, the committee decided to use the "Maryland Systematic Teacher Observation Instrument." This checklist had recently been designed and standardized by the state as an aid in identifying children with learning disabilities early in their school career. It was felt appropriate to include this instrument as part of the county referral process. The "Profile Sheet" had been used for some time by a few special education teachers. Because no agreement could be reached, it was decided not to mandate the use of the form but to leave it as an option for those still wishing to utilize it.

The role and function of school assessment committee is discussed in Section II. School assessment committees had been established the previous year and some mention of their function had been made in Guidelines For Pupil Admissions To Or Dismissals From Special Education Programming, however, the committees had not functioned as designed. In some schools, committees existed in name only and were not, in actuality, operational. In these schools, decisions about special education placement continued to be a matter of principal judgement rather than a joint decision by staff members. To assure that schools complied, the

form entitled "School Assessment Committee Action Form" was designed and instructions for its use given.

Section III deals with the County Special Services Committee. This committee, composed of representatives from county social agencies, was established in the Fall of 1975 for the purpose of disposing of referrals to programs which were either county-wide in nature, or were out-of-county, non-public, regional special education center, or institutional in nature. The rationale behind the establishment of the committee was two-fold. First, in the case of many excess cost placements (to private residential schools, for example) other agencies were asked to provide financial support for the placement. In order to avoid disagreement among agencies, a forum to which such cases could be brought was seen as desirable to eliminate miscommunication. Also, a further product of the committee involved providing needed services to students brought before it. If, for example, a student in need of health services or vocational rehabilitation was brought before the committee, future action could be planned and a program involving all agencies could be outlined for the benefit of the student. The second rationale for the committee's existence involved local programming. Because many special education programs drew students from a county-wide basis, an objective mechanism for processing referrals to these programs was required. If no such mechanism existed, principals could use these classes as "dumping grounds" for less than desirable students. There was also a fear that the schools in which these programs were located could overload

the classes with their own students, thus eliminating the possibility of placement from other schools. Request forms for schools to use in asking for a hearing by the committee were designed as was the form on which committee action was to be recorded.

After the referral process has occurred, parental permission and due process is addressed in Section IV. Although developed previously, these procedures were included in the manual in an effort at continual reinforcement of the importance of the effort. Form letters for parental notification and approval of placement are included. Also included in the section are procedures regarding informing parents of the Special Services Information System and their rights to due process as mandated in the bylaw.

The remaining sections of the manual deal with local policy regarding the various programs available in the district for handicapped students. Section V addresses the speech therapy program. The referral process and referral forms are included and a brief explanation of the program is offered. Many of the forms included are for the convenience of the therapist and deal with organizational concerns of the program. These were included because, it was felt, that the manual should be a resource not only for personnel who sought services from special education, but to special education personnel as well. The sections that follow further illustrate this aspect of the manual. Because each student placed in special education was required to have an individualized assessment of

needs and educational management plan, the therapist and the participant designed a form which would standardize this requirement. Although standardization was no problem because only one therapist was assigned to the county, this endeavor seemed appropriate in view of future expansion which would inevitably occur.

The resource room program is dealt with in Section VI. Resource rooms serve primarily the learning disabled and, hence, the definition is included from the bylaw. Other organizational concerns are included as well. Since most special education programs in the county were operated from the resource concept, the greatest standardization effort occurred in this area. Student educational assessment and management plans had, heretofore, taken many forms in the various schools. What was needed were forms which addressed these components and which could be implemented in any county school. The forms which were developed differed only slightly from elementary to secondary. The teachers felt them to be useful and adaptable to any county program without regard to handicapping condition or program type (self-contained, resource, etc.) with the exception of speech therapy. These forms were the very heart of the administrative system. Recorded on the forms would be information related to student assessment in terms of deficiencies and strengths, supplemental and related information, and curricular considerations aimed at addressing student weaknesses. It should be noted here that these forms were the first to be developed. These were developed at the September 11th meeting. Immediately after

their development, the forms were duplicated and forwarded to all special education teachers so that they could be utilized from the beginning of the school year for all referrals.

Section VII contains administrative procedures to be used in county self-contained programs. It also contains program descriptions in terms of eligibility. By including these descriptions, it was anticipated that many inappropriate referrals coming to the county assessment committee would be eliminated in advance.

The final section deals with Home/Hospital Instruction. The Supervisor of Pupil Personnel is charged with the responsibility for this program, however, because the category is included in the special education bylaw, it was included in the manual. Despite the fact that this service had been offered for many years, no written procedures and descriptions of the service appeared in county administrative policy documents. Basically, all forms for this service had previously been developed. They were modified and updated, however, at the November meeting between the Supervisor of Pupil Personnel and the participant.

Phase I B: Development of Support for the Manual

The next phase of the practicum, gaining sufficient support for implementation, was accomplished by three methods. The first method involved "selling" the project to all personnel who would eventually be utilizing it. This procedure was a "hidden agenda" item throughout the process described above. Even though all personnel had, to that point, verbally committed themselves to the project, the participant desired other means of ongoing reinforcement which could be built into the system.

This was accomplished by two methods. First, the bylaw was used as a tool. In compiling the manual, every opportunity to quote the bylaw in terms of addressing administrative procedures was used. In this way, it was anticipated that school administrators would discern that if the procedures were followed, the mandates of the bylaw would also be met. The remaining method was accomplished through the Superintendent of Schools. The participant requested that he write a foreword to be included in the manual. The Superintendent complied with this request by including in the foreword a pronouncement that, henceforth, the manual was to be considered as local policy in regard to special education and was to be strictly adhered to.

Following the assembly of the manual, it was duplicated and copies were forwarded to each county school. Sufficient copies were provided for distribution to every special education teacher and administrator at the school level. Additional copies were provided to the central office staff. Extra copies were provided to each school for distribution as the principals desired. With the distribution completed in early January, 1976, the second phase of the practicum, implementation, was begun.

Phase II: Implementation of the Manual

At the January 12th meeting of county administrators and supervisors, the manual was discussed. School principals were requested to have special education teachers evaluate student records in light of the procedures outlined in the manual. Wherever possible, teachers were to be instructed to

search through the records and follow the procedures. In some records, this was an impossibility since some students had been referred to special education programs long ago. As an aid in this, principals were asked to call meetings of their achool assessment committees and have the committees examine each student record and compare them to the new procedures. By doing this, virtually all administrative procedures could be updated with the exception of the referral procedure. Since teachers had already begun using the educational assessment and management plan forms, every student record should include these forms. New referrals would follow procedures as outlined in the manual. For those students in self-contained, institutional, and out of county placements, the participant had called a meeting of the county assessment committee in November for the purpose of updating these records and evaluating appropriateness of placement. After the January meeting, the participant, as he had contact with special education teachers, acted as a consultant in this effort. As questions were raised concerning the procedures, every effort was made to resolve them by the participant. At the same time, the participant continually encouraged teachers to adjust records according to the procedures and the importance of doing this was stressed. By the beginning of April, it was felt that sufficient time had been allowed for records revision. The third phase of the practicum, evaluation, was begun. This phase will be discussed below.

EVALUATION:

The evaluation process was three-fold in nature and consisted

of approval by the Superintendent of Schools, an internal evaluation, and an external evaluation.

Phase III A: Superintendent's Approval

The first process in the three-fold evaluation design, approval of the manual by the Caroline County Superintendent of Schools, was accomplished when he compiled the foreword to be included in the document (see Appendix A). His approval was also evident during the January Administrators and Supervisors Meeting when he voiced his support for the manual.

Phase III B: Evaluation - Internal

The second evaluation procedure, the internal process was begun by the participant at the beginning of April, 1976. Using the "Program Evaluation Checklist" which appears in Appendix B, the participant visited each special education program in the county and evaluated student records. Teachers were asked to provide a list of all students served by their program. From the list, names were selected randomly. In resource rooms where generally 30 students were served, every third name was chosen for records review. In other classes, such as the smaller self-contained programs, up to half the student records were reviewed. Approximately one-third of the speech therapists records were reviewed. Cases in these programs were randomly selected via a procedure similar to that employed in resource rooms. In total, approximately 150 student records were reviewed. This sampling was 33%, or 1/3 the total students served in special education programs.

Also during April, the participant evaluated records of

Items	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
4. Names and locates at least five parts of his body.	....._	...._	..._	.._	. _
5. Knocks over things when reaching for them.	._	.._	..._	...._	....._
6. Fumbles for words, uses a wrong word, or says he forgot what he was trying to say.	._	.._	..._	...._	....._
7. Cringes or pulls away when approached by others.	._	.._	..._	...._	....._
8. Can recognize own name in print.	....._	...._	... _	.. _	. _
9. Stays with the activity at hand.	....._	...._	... _	.. _	. _
10. Can tell about a recent school activity (i.e. field trip).	....._	...._	... _	.. _	. _
11. Follows directions.	....._	...._	... _	.. _	. _
12. Can repeat sentences such as "I like to play outside" in correct order.	....._	...._	... _	.. _	. _
13. Drowsy, sleepy, or sleeps.	. _	.._	... _	...._	....._
14. Names common objects such as chair, desk, table.	....._	...._	... _	.. _	. _
15. Fights, shouts, or shakes his fist as a preferred means of solving problems.	. _	.._	... _	...._	....._
16. Identifies likenesses and differences in pictures, objects and forms.	....._	...._	... _	.. _	._
17. Gives own name and age when asked.	....._	...._	... _	.. _	. _
18. Stares into space.	_	.._	... _	...._	..... _

students receiving home/hospital instruction. Only those cases in which services were begun after January and the implementation of the procedures were evaluated, however. Because of the small numbers of cases involved, every case was evaluated. A total of nine records were examined. The checklist entitled "Home/Hospital Evaluation Checklist" (see Appendix B) was utilized in this process. Home/Hospital records are retained in the central office.

The checklists utilized in the evaluation corresponded to practicum objectives (see Design, above). Individual checklist items were keyed to reflect the objectives. On the Program Evaluation Checklist, items 1 through 3 pertained to objective 1. Item 4 related to objective 2. Objective 3 was reflective of checklist item 5. Items 6 and 7 on the checklist related to objective 4. Item 8 was aimed at objective 6. Items 9 and 10 pertained to objective 5. The items on the Home/Hospital Evaluation Checklist were related to objective 7. It was felt that if objective 1 through 7 were satisfactorily accomplished, objective 8 would also be met. However, the final test for this objective came from the external evaluation which will be discussed below.

Results of the internal evaluation are contained in Appendix C. The practicum was to be considered successful if 90% of the items on the Program Evaluation Checklist were marked in a positive manner. Also, the practicum was to be considered successful if 100% of the items on the Home/Hospital Evaluation Checklist were positive. Tables I through III reflect

that the results of the internal evaluation were positive in nature. Table I illustrates that the average percentage of correct responses on the Program Evaluation Checklist was 90. Table II illustrates these percentages by schools. Table III reflects that all of the nine cases reviewed utilizing the Home/Hospital Evaluation Checklist received 100% positive responses. From the internal evaluation, then, it can be concluded that objectives 1 through 7 were met.

It is of interest to note that only the two high schools and one elementary school failed to meet the 90% criteria (Table II). This provided the participant with information for which future activity could be directed. Table I provided the same type information by illustrating precisely which teachers needed assistance in compliance with the new procedures.

Phase III C: Evaluation - External

Appendix D includes results of the external evaluation. The Regional Administrator reviewed records in the county for a four day period beginning in late April and concluding in early May, 1976. The evaluation procedures used were essentially the same as those used in the internal process. Records were randomly selected using the same process. The Regional Administrator evaluated approximately 100 cases against guidelines regularly used in program audits by the state department. This was approximately 22% of the total special education student population. By virtue of his letter to the participant, it can be stated that the results of the external evaluation process were positive. Because of this, it can be concluded that

As a result of these evaluations it can be concluded that this practicum was successful. The practicum was completed within approximately 40 weeks. Total participant time involved was 400 to 500 hours. Appendix E contains statements from three local practicum reviewers.

Maintenance of Process

After completion of the practicum, a procedure was developed which would insure that the administrative system would be continually updated as needed. This updating procedure would assure changes as needed as new federal and/or state legislation developed or as the county school system's needs were altered. Feedback from users of the system would continually occur throughout the school year. Suggestions for change would be noted. In the Spring of each year, a general meeting of all special education personnel would be called and recommended changes discussed. Those changes deemed desireable would be incorporated into the system. Any necessary changes as a result of legislation would also be considered at that time. The participant would update the system over the summer months to enable implementation in the fall.

APPENDIX A:

CAROLINE COUNTY SPECIAL EDUCATION

ADMINISTRATIVE PROCEDURES

CAROLINE COUNTY

SPECIAL EDUCATION ADMINISTRATIVE PROCEDURES

1975-1976

Board of Education
Denton, Maryland

FOREWORD

Special Education is rapidly becoming a major thrust in educational programming. It no longer consists of a few classes held in out-of-the-way places in our schools. Through State Board of Eduction bylaw and Court decisions, the school systems must assume responsibility to provide educational programs appropriate to each student whose learning is conditioned by one or more handicaps.

This administrative document has been provided to guide school administrators in the performance of their duties for the special education program. The procedures and forms included constitute local policy with regards to the administration of the program and must be strictly adhered to in all areas. Principals are advised to become thoroughly familiar with the contents of this bulletin in order that this part of the program can be handled as expeditiously as possible.

WILBUR S. HOOPENGARDNER
SUPERINTENDENT OF SCHOOLS

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INTRODUCTION

The purpose of this guide is to provide principals, teachers, and other school personnel with information reflective of current policies, regulations, and practices regarding the education of the handicapped in the public schools of Caroline County. The procedures listed herein have been developed to comply with regulations issued by the Maryland State Department of Education and contained in bylaw 13.04.01.01 dated October 30, 1974. This guide supersedes previous special education administrative procedures and should be regarded as a replacement for Guidelines For Pupil Admissions To Or Dismissals From Special Education Programming (revised March, 1975).

Forms included in this document are minimal. Individual teachers may wish to use additional forms in facilitating more efficient documentation procedures.

All forms included in this manual are on masters in the County Office. Copies may be obtained merely by contacting the Supervisor of Special Education.

SECTION I

PROCEDURES FOR REFERRAL TO SPECIAL EDUCATION PROGRAMS

A special education referral should be originated when a student is experiencing difficulty in adjusting to his/her existing educational program. Members of the professional staff, parents and/or community agencies (i.e. Caroline County Department of Social Services, Caroline County Health Department, Maryland Division of Vocational Rehabilitation, Maryland State Department of Juvenile Services) may refer children to the appropriate school principal for possible placement in special education programs. Referrals can be made at any time throughout the school year.

When a referral comes to the attention of the principal, the appropriate referral form/forms should be distributed to the classroom teacher (in most cases the classroom teacher will be the referral source).

*Referral Forms - Elementary

The form entitled "Referral for Special Education Services (Elementary)" should be completed by the classroom teacher for any child K through 6. If the child is either in kindergarten or first grade, the "Maryland Systematic Teacher Observation Instrument" should also be completed. For grades two through six, the form entitled "Developmental Checklist" should be completed.

Some resource room teachers may wish classroom teachers to complete the "Profile Sheet" on class members. This is usually completed near the end of the school year. This is an option available to assist in identifying possible referrals and is not a mandatory form.

Referral Form - Secondary

The form entitled "Referral for Special Education Services (Secondary)" should be completed by the classroom teacher for any prospective special education student in grades seven through twelve. The classroom teacher in this case should be construed as the referring teacher/counselor, etc..

Referral forms should be returned to the principal and a meeting of the school assessment committee shall then be scheduled.

*Note: Speech therapy referrals use a different form - see Section V of this guide.

REFERRAL FORMS - ELEMENTARY

(Elementary)

REFERRAL FOR SPECIAL EDUCATION SERVICES

Name of Student _____ Birthdate ____ ____ ____
Mo. Day Year

Referring Teacher _____ Grade _____

Date of Referral _____ School _____

1. Reading level and book, if applicable: _____

_____

Above, Below or With Class (underline one)

2. Spelling or Language Book: _____

_____

Above, Below or With Class (underline one)

3. Arithmetic level and book, if applicable: _____

_____

Above, Below or With Class (underline one)

4. Social Studies Series: _____

_____

5. Group Behavior in: Small Groups _____

Large Groups _____

By Self _____

6. Is the child receiving concentrated help from the aide?

Yes _____ No _____

7. Areas of Interest: _____

_____

_____

8. Is the child interested in school?_____

_____

9. Note any particular problem areas: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

MARYLAND SYSTEMATIC TEACHER OBSERVATION INSTRUMENT

Demographic Information:

1. Name of Teacher _____

2. Name of School _____

3. Locale of School: Urban ____ Suburban ____ Rural ____

4. Local School System _____

Pupil Information:

*5. Identification Number of Child _____

6. Grade _____

7. Age _____
(years) (months)

8. In which type of class has this child been placed?

Regular Classroom ___ Special Classroom ___ Classroom in a Continuum School ___ Resource Room ____

*Number will remain constant for a minimum of three years.

Items	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. Says "huh" or "what" after he has been told something or asked a question.	.____	..____	... ____	....___	.....__
2. Finishes task late.	.____	..____	... ____	....___	.....__
3. Can tell about a picture while looking at it.	.....__	....__	... ___	.. ___	. ____

Items	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
19. Can identify colors (i.e., red, yellow, blue, green) by name.					
20. Says, "I can't" when presented with school tasks.					
21. If child prints, he prints words, letters and/or numbers backwards					
22. Hurts children and/or animals for no apparent reason.					
23. Speech is understandable					
24. Works and solves problems independently.					
25. Destroys or damages things, breaks toys.					
26. Matches objects to pictures (i.e. toy truck to picture of truck).					
27. Gets along with other children in various situations.					
28. Can tell about a story after listening to it.					
29. Stumbles, trips or falls.					
30. Can copy a circle, square and triangle so that it is recognizable.					
31. Can tell how many objects up to five.					
32. Classifies objects by categories, such as food or clothing.					

Items	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
33. Speaks in sentences of more than three words.	.....	....	...	..	.
34. Discriminates between fine differences in sounds heard (i.e., boy, toy).	.....	....	...	..	.
35. Arranges a three-part picture story in correct sequence.	.....	....	...	..	.
36. Retells story in correct sequential order.	.....	....	...	..	.

DEVELOPMENTAL CHECKLIST

CHILD'S NAME _____ DATE OF BIRTH _____

GRADE _____ HANDEDNESS (R or L) ___ REFERRING TEACHER _____

	YES	NO
Auditory:		
(Hearing)		
1 - Must the child turn his head toward the speaker or cup his ear/ears to be heard?	___	___
2 - Is it necessary to repeat words to the child consistently?	___	___
(Figure-ground)		
3 - Does noise in the room interfere with his ability to pay attention?	___	___
4 - In completing work presented on a crowded paper does he have difficulty?	___	___
(Memory-sequence)		
5 - Can the child follow a more than one step direction?	___	___
(Discrimination)		
6.- Is the child able to tell when sounds are the same or different?	___	___
7 - Can the child tell when objects are the same or different?	___	___
(Auditory-visual associative memory)		
8 - Can the child identify most of the names of letters?	___	___
9 - Can he identify most letter sounds?	___	___
(Auditory-Auditory Association)		
10 - Does the child understand that the sound "m" in the word "man" is the same sound as "m" in the word "mop"?	___	___
Visual:		
(Acuity or ocular-motor)		
11 - Does the child find it necessary to work close to his paper or desk?	___	___
Motor:		
(Fine Skills)		
12 - Can the child cut along a line?	___	___
13 - Does he color within boundaries?	___	___
14 - Does he hold a pencil or crayon properly?	___	___
(Advanced visual-motor)		
15 - Is he able to copy a diamond?	___	___

Speech:

	YES	NO
16 - Does the child omit sounds?	___	___
17 - Does he substitute one sound for another?	___	___
18 - Are words or sound distorted?	___	___

Language:

(Expressive)

19 - Does the child repeat words or phrases unnecessarily in oral reading?	___	___
20 - Does he only speak in single words or short phrases?	___	___
21 - Does he consistently use disconnected phrases?	___	___

Control Factors:

22 - Is the child easily distracted from tasks?	___	___
23 - Does he play well with his peers?	___	___
24 - Can the child work independently?	___	___
25 - Does he prefer being by himself when playing or working?	___	___
26 - Are his reactions appropriate when criticism or guidance is offered?	___	___

PROFILE SHEET

School

Teacher

Grade Date

NAME (Alphabetically)	1 Handwriting	2 Arithmetic	3 Spelling	4 Reading	5 Classroom Work Habits	6 Behavior with Peers	7 Attention Span	8 Small Muscle Coordination	9 Large Muscle Coordination	10 General Speech	11 Constantly Distracted	12 Discriminate Btwn. Shapes & Forms	13 Reverses shapes and forms	14 Aggressive	15 Goes through mood changes	16 Hypoactive	17 Hyperactive	18 Behavior with adults	

Answer columns 1-10 with this rating scale:
1 - Superior 2 - Good 3 - Fair 4 - Poor
Answer columns 11-18 with this rating scale:
1 - No Problem 2 - Moderate Problem 3 - Severe Problem

REFERRAL FORM - SECONDARY

(Secondary)

REFERRAL FOR SPECIAL EDUCATION SERVICES

Name of Student _____ Birthdate _____ _____ _____
Mo. Day Year

Referring Teacher _____ Grade _____

Date of Referral _____ School _____

Specific Reason For Referral: _____

Note Specific Academic Strengths and Weaknesses: _____

SECTION II

ROLE AND FUNCTION OF THE SCHOOL ASSESSMENT COMMITTEE

Upon receipt of a referral, the principal reviews it for appropriateness. If, in his/her judgement, it is appropriate, he/she may exercise one of two options. The referral may be forwarded directly to the resource teacher for diagnosis and evaluation, or a meeting of the school assessment committee may be convened. If the first option is taken, the assessment committee should be convened after the conclusion of the resource teacher's diagnostic evaluation.

Each principal shall establish a school assessment committee in his/her school. The principal shall act as chairman of this committee. In all cases, the referring teacher (or classroom teacher) shall be a member of the committee. Also, the appropriate special education teacher shall be a member (for example, the K-3 resource teacher should be available for all assessment meetings involving K-3 students). Other building level personnel may also serve on the committee. For example, other teachers, assistant principals, counselors, school nurses, etc., may be invited to attend. In addition, the school psychologist, health nurse, instructional supervisor, Supervisor of Pupil Personnel, Supervisor of Special Education, parent, and/or representative of a community agency may be requested to meet with the committee.

The function of the assessment committee is to insure that adequate communication exists between all personnel involved. It offers a source of feed-back to the referring teacher and, in many cases, offers much needed support. Committee meetings are also a source for gathering new ideas which may aid in the management of the student. If outside agencies are involved, the committee serves a unifying purpose to insure that all personnel are working toward the same goal and not in a contradictory manner.

The referral source shall arrange for all pertinent information regarding the student to be made available to the committee (i. e. samples of work, school history, social and/or family history, reports from psychologist, achievement records, teacher observations, and other information).

In addition to acting on referrals, the committee shall conduct an annual case review of those students enrolled in special education programs. When program or service changes are recommended, the committee shall approve them. The committee shall recommend withdrawal of special education services and follow-up procedures.

The committee may seek to dispose of cases in one or more of the following ways:

1 - request pupil personnel assistance
2 - request psychological or additional testing
3 - request community agency involvement
4 - recommend placement in special education programs
5 - recommend continuation in regular programs
6 - recommend health nurse intervention
7 - recommend sessions with guidance personnel

8 - assessment of student progress, or lack of same
9 - recommend Home/Hospital Instruction
10 - request consideration by the Caroline County Special Services Committee
11 - other

Weekly or bi-monthly meetings of the assessment committee should adequately insure that needs are being met. It is suggested that discussions on any particular student be limited to approximately 15 to 20 minutes for purposes of expediency.

Assessment Committee Form - Elementary and Secondary

The "School Assessment Committee Action Form" should be completed by the principal or his designee each time a student is discussed. This will insure the compliance with documentation standards. The form/forms should then become a part of the student's individual special education records.

If the assessment committee cannot reach a decision regarding the disposition of a case, or if the committee's recommendation is for self-contained classroom placement, out-of-county placement, non-public or institutional placement, or regional special education center placement, the committee chairman shall request a meeting with the Caroline County Special Services Committee.

SCHOOL ASSESSMENT COMMITTEE FORMS

ELEMENTARY and SECONDARY

SCHOOL ASSESSMENT COMMITTEE
ACTION FORM

Name of Student _____

Date _____

Check:

Original Referral _____

Initial Evaluation _____

Re-evaluation _____

Final Evaluation _____

Other (specify) _____

Check those present:

Chairman _____

Special Education _____

School Nurse _____

Classroom Teacher _____

Referring Teacher _____

Parent _____

Counselor _____

Other (specify) _____

Nature of Discussion: _____

_____

_____

_____

_____

_____

_____

_____

Committee Recommendations: _____

_____

_____

_____

_____

_____

Signature _____
Chairman,
Assessment Committee

SECTION III

ROLE AND FUNCTION OF THE CAROLINE COUNTY SPECIAL SERVICES COMMITTEE

The principal, acting as chairman of the school assessment committee, or his/her designee, may request a meeting with the Caroline County Special Services Committee for the purpose of considering one or more of the following:

1 - recommendation for self-contained classroom placement (TMR-EMR).
2 - recommendation for out-of-county placement (hearing impaired program).
3 - recommendation for non-public or institutional placement (Agnew School, Benedictine School).
4 - recommendation for regional special education center placement (Profoundly mentally retarded, physically handicapped).
5 - other considerations.

The Supervisor of Special Education will act as Chairman of the Special Services Committee. Also on the committee will be; Supervisor of Pupil Personnel, Deputy State Health Officer (or designee), Caroline County Department of Health and Mental Hygiene, Director (or designee), Caroline County Department of Social Services, Caroline County representative of the Division of Vocational Rehabilitation, Caroline County representative of the Department of Juvenile Services. When the committee considers cases in which self-contained class placement is recommended, the school psychologist shall be a part of the committee.

The principal or his designee will attend the meeting of the Caroline County Special Services Committee. At that time, all pertinent information should be made available to the members of the committee by the principal, i.e., educational assessment and prescription, school history, social and/or family history, psychological evaluation, achievement records, teacher observations, other information.

County Special Services Committee Forms - Elementary and Secondary

The principal should complete the form entitled "Request for Meeting of Caroline County Special Services Committee" and forward this to the Supervisor of Special Education. Upon receipt, a meeting of the county committee will be scheduled and the referring principal will be notified as to time and date.

The chairman of the county committee will complete the form entitled "Caroline County Special Services Committee Action Form" on each student who is discussed. This form will be filed in the student's special education file.

COUNTY SPECIAL SERVICES COMMITTEE FORMS

ELEMENTARY and SECONDARY

REQUEST FOR MEETING OF
CAROLINE COUNTY SPECIAL SERVICES
COMMITTEE

SE-7

To: Supervisor of Special Education

From:

Please schedule the following cases from my school for consideration by the Caroline County Special Services Committee.

Name	Birth-date	Present Grade	Reason for Referral

CAROLINE COUNTY
SPECIAL SERVICES COMMITTEE
ACTION FORM

Name of Student _____

Date _____

Check:

Original Referral _____
Initial Evaluation _____
Re-evaluation _____
Final Evaluation _____
Other (Specify) _____

Check those present:

Chairman _____
Supervisor Pupil Services _____
School Psychologist _____
Health Department _____
Department of Social Services _____
Department of Vocational Rehab. _____
Department of Juvenile Services _____
Other (specify) _____

Nature of Discussion: _____

_____

_____

_____

_____

_____

_____

Committee Recommendations: _____

_____

_____

_____

_____

Signature _____
Chairman,
Special Services Committee

SECTION IV

NOTIFICATION OF PARENTS, HEARINGS PROCEDURES, AND USE OF THE SPECIAL SERVICES INFORMATION SYSTEM

Parental Notification

The Special Education bylaw requires that parents or legal guardians be notified and permission granted for placement into or dismissals from special education programs. In addition, notification is required prior to psychological evaluation and parents must have knowledge of the confidentiality of information usage. The statement below shall be included in all written notices of special education placements:

> The Maryland State Department of Education requires that I inform you that you have the right to have this placement decision reviewed by an impartial third party. You may request such a review at any time by merely contacting me. The complete records are available to you upon request for review, and if you wish, copies of the records can be made available to you. A copy of the Maryland State Department of Education's regulations may also be obtained by contacting my office.

Parental participation in placement decisions should be encouraged. Parental understanding of placement decisions may well reduce the likelihood of formal hearings and appeals (see below).

Forms for Parent Notification - Elementary and Secondary

SE-1 "Notification of Psychological Evaluation"

This form is to be used by the principal to notify parents/guardians of psychological testing or evaluation.

SE-2 "Notification of Psychological Re-Test"

This form is to be used by the principal to notify parents of psychological re-testing or evaluation.

SE-3 "Approval for Speech Therapy"

This form is to be used by the principal for securing permission for speech therapy.

SE-4 "Approval for Resource Room Placement"

This form is to be used by the principal for securing permission for resource room placement.

SE-5 "Approval for Self-Contained Placement"

This form is to be used by the principal for securing permission for placement in a self-contained classroom.

SE-6 "Approval for Withdrawal from Special Education Placement"

This form is to be used by the principal when a child is ready to return to regular classroom placement.

Copies of these forms and the completed permission slips should be included in the student's individual special education file.

Except in emergency situations where, in the opinion of the principal, immediate implementation of a proposed placement action is necessary to protect the health or safety of a child or of other persons or because the child is extremely disruptive, the notices of placement must be mailed at least twenty-five days prior to the proposed placement action. In emergency situations the notices shall be furnished as soon as possible, but in no event later than the second school day following the transfer or other placement action.

In the event that a response from the parent/guardian regarding placement or dismissal from special education services has not arrived within twenty-five days after the date of the original notification, the child shall be placed in the appropriate program. The principal shall inform the parent in writing that the placement has occurred, a copy shall be included in the student's individual special education file. The statements above concerning parental rights to hearings and SSIS information, if applicable, shall be included.

Principals may elect to compose their own parental notification letters. If this is done, the paragraphs regarding hearing and SSIS, if applicable, should be included.

Special Services Information System (SSIS)

The Special Services Information System (SSIS) is a computerized system of the Maryland State Department of Education. Its purpose is statistical in nature and provides a means for gathering local and state-wide statistics on special education.

The statement below regarding confidentiality and use of information by the SSIS shall also be included in all written notices of special education placements:

> Your child's name will be submitted to the Special Services Information System. This is a data bank which includes statistics on students in the state who require special services. Any information included in system is regarded as confidential.

When the SSIS form is completed and forwarded to the Maryland State Department of Education, the student is officially enrolled in education programming. It is imperative that prior to submission of the SSIS form, that all necessary documentation and procedures have occurred.

For detailed instructions for completion of Special Services Information System forms, see the Special Services Information System Manual distributed by the Maryland State Department of Education. This manual is available from the Supervisor of Special Education.

Hearings Procedures for Parents/Guardians

Bylaw 13.04.01.01 requires that each local education agency establish hearing procedures for any parent or legal guardian of children who are in need of special education programs when a request is made in writing, for good cause to review (1) diagnosis, (2) evaluation of educational programs provided, (3) or the exclusion or exemption from school privileges of the child by the local board of education. If a parent/guardian requests a hearing or review of placement or proposed placement, the principal shall immediately inform the Supervisor of Special Education.

The Supervisor of Special Education will review the case and make a recommendation to the Superintendent concerning the appointment of an impartial hearing officer or panel. A hearing will be scheduled not sooner than twenty days, waivable by the parent/guardian, nor later than forty-five days after the initial date of the letter requesting a hearing.

If, after local review, the parent/guardian is not satisfied with the decision, he/she may request an appeal at the state level. Throughout the hearings procedures, the parent/guardian has the right to legal representation.

FORMS FOR PARENT NOTIFICATION

ELEMENTARY and SECONDARY

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

Dear Parent:

The Caroline County Public Schools are especially anxious to provide your child with the kind of learning experience which will be most helpful and beneficial. After thorough review of your child's progress in school and teacher observations, we feel that he/she should be exposed to individualized psychological testing. The purpose of this testing will be to determine the specific areas in which your child has problems and needs specialized help.

Within a few weeks a staff member will see your child and proceed with the testing. Thank you for your cooperation. Feel free to contact me should you have questions.

Very truly yours,

Principal

PDP:eat

Approved By: Superintendent of Schools

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

Dear Parent:

Some time ago your child was seen by a staff member for psychological testing. This was done for the purpose of determining the specific areas in which your child had problems. As a follow-up to that testing, within a few weeks your child will be tested again. This procedure will enable us to measure the growth which your child has made since the original testing was completed.

Thank you for your continued cooperation. Feel free to contact me should you have questions.

Very truly yours,

Principal

PDP:eat

Approved By: Superintendent
of Schools

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

SE-3

Dear Parent:

At the beginning of each school year, the speech, hearing, and language therapist talks to each student enrolled in designated grade levels. All referrals and students needing periodic rechecks are also interviewed. The primary aim is to identify pupils who are in need of therapy.

It is felt that _____ would benefit from the speech therapy program. I will be in his/her school one day per week. At that time, I will work with your child for approximately one-half hour for the purpose of _____. If and when his problems have been corrected, he will be phased out of the program to make room for another student.

The Maryland State Department of Education requires that I inform you that you have the right to have this placement decision reviewed by an impartial third party. You may request such a review at any time by merely contacting me. The complete records are available to you upon request for review, and, if you wish, copies of the records can be made available to you. A copy of the Maryland State Department of Education's regulations may also be obtained by contacting me.

Your child's name will be submitted to the Special Services Information System. This is a data bank which includes statistics on students in the State who require special services. Any information included in this system is regarded as confidential.

Please complete the permission slip below and return it to me.

If you have any questions concerning the program, please contact me at your child's school.

Very truly yours,

PDP:eat

Speech, Hearing, Language Therapist

I/We agree for my/our child, _____, to receive speech, hearing and/or language therapy as a service of the education program in Caroline County.

_____ Signature _____

Date

Parent or Guardian

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

Dear Parent:

We are fortunate in having a Resource Room in each school in Caroline County. The Resource Room provides a program to help children who seem to evidence a learning problem in certain areas.

This is not a center for slow children but for children who are not producing to their fullest ability. We want to see if we can help them achieve to their ability.

We feel that _____ would be able to improve if we could provide individualized teaching in the area where the difficulty lies. We would like for _____ to participate in this program on a daily basis.

The Maryland State Department of Education requires that I inform you that you have the right to have this placement decision reviewed by an impartial third party. You may request such a review at any time by merely contacting me. The complete records are available to you upon request for review, and, if you wish, copies of the records can be made available to you. A copy of the Maryland State Department of Education's regulations may also be obtained by contacting my office.

Your child's name will be submitted to the Special Services Information System. This is a data bank which includes statistics on students in the state who require special services. Any information included in this system is regarded as confidential.

Please complete the permission slip below and return it to me.

In order for you to have a clearer understanding of the program, it would be advisable for you to contact _____ who is the teacher of the Resource Room program.

Sincerely yours,

PDP:eat

Approved By: Superintendent of Schools

Principal

(Cut Along Dotted Line)

I/We agree to placing my/our child, _____, in a Resource Room in the Caroline County Public Schools.

_____ Signature: _____

Date

Parent (s) Guardians

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

Dear Parent:

As you know, _____ progress in school this year has not been up to grade level. _____ has been given special tests by personnel in the Board of Education Office which indicate that more individualized work is needed if progress in school is to be made.

We are fortunate in having a class next year with a specially trained teacher who will be able to work with _____ on a individualized basis. We plan to keep the class size to approximately fifteen students in order to give each student more help. _____ will have music and physical education with students who are in the regular school program.

The Maryland State Department of Education requires that I inform you that you have the right to have this placement decision reviewed by an impartial third party. You may request such a review at any time by merely contacting me. The complete records are availabe to you upon request for review, and, if you wish copies of the records can be made available to you. A copy of the Maryland State Department of Education's regulations may also be obtained by contacting my office.

Your child's name will be submitted to the Special Services Information System. This is a data bank which includes statistics on students in the state who require special services. Any information included in this system is regarded as confidential.

Please complete the permission slip below and return it to me. Don't hesitate to call me should you have questions.

Very truly yours,

PDP:eat

Enclosure

Principal

Approved By: Superintendent of Schools

(Cut Along Dotted Line)

I/We agree to placing my/our child, _____, in a special education program in the Caroline County Public Schools.

_____ Signature: _____

Date

Parent (s) Guardian

SE-6

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

Dear Parent:

Your child has made a great deal of progress since being placed in the _____ program. So much so that he/she has been recommended to return to the regular school schedule. Please indicate your agreement to this by detaching the form below and returning it to me.

The Maryland State Department of Education requires that I inform you that you have the right to have this placement decision reviewed by an impartial third party. You may request such a review at any time by merely contacting me. The complete records are available to you upon request for review, and, if you wish copies of the records can be made available to you. A copy of the Maryland State Department of Education's regulations may also be obtained by contacting my office.

Please feel free to contact me should you have questions.

Very truly yours,

PDP:eat

Principal

Approved By: Superintendent of Schools

(Cut Along Dotted Line)

I/We hereby authorize the Caroline County Public Schools to discontinue the services which have been provided for my/our child, _____, in the _____.

_____ Signature: _____
Date (Parent (s) Guardian

SECTION V

PROCEDURES FOR SPEECH THERAPY PLACEMENT

Any referral to speech therapy should first go through referral and school assessment committee procedures as outlined in Sections I and II of this manual. Referrals should be listed on the form entitled, "Speech and Hearing Referrals Form." In most cases, this form will be completed near the end of the school year in anticipation of needs for the following year. Referrals, however, may be made to the assessment committee at any time throughout the year.

The "Speech Screening Class List" form is to be used by the therapist for his/her convenience and is not required to be filed in the student's individual special education file. The forms entitled "Educational Assessment and Management Plan-Speech", "Speech and Hearing Record", and "Educational Prescription", must be completed prior to completing an Special Services Information System form on the student and subsequent entry into special education programming. Copies of these forms are to be kept in the student's individual special education file. The "Daily Log" is maintained for the convenience of the therapist and is not included in the student's record. Also, the status report form, completed in June by the therapist is used for his/her convenience and not individually filed in student records.

General Considerations:

Speech therapist's caseload for school year 1975-76 is 80. The one therapist in the county is assigned to the five elementary schools on an itinerant basis. Primarily, the therapist works with the primary grades, however, he/she is not precluded from working at the intermediate level as time, need, and caseload dictates.

SPEECH THERAPY FORMS

CAROLINE COUNTY SCHOOLS

Speech and Hearing Referrals Form

School _____ Date _____

Room No. _____ Teacher _____

(Please enter names of any children whom you think should be evaluated as possible candidates for speech therapy)

Child's Name	Birthdate	Grade	Speech Problem as observed by teacher Briefly)	Therapist's Remarks

It is requested that all teachers return this form to the therapist by _____.

When a teacher has no referrals to make, she should indicate "none" on the form, and enter her name on form before returning.

SPEECH SCREENING CLASS LIST

School _____ Teacher _____

Class _____ Therapist _____

Name	Pass	Fail	T	W	R	Comments

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

EDUCATIONAL ASSESSMENT
and
MANAGEMENT PLAN - SPEECH

GENERAL INFORMATION

Name: Birthdate:

Parent: Grade:

Address: School:

Telephone:

Person Completing Assessment:

Date of Referral:

Referral Source:

Tests Administered: (include informal tests)

Test	Administered By	Score	Date

Audiometric	Administered By	Results	Date

Test Behavior and Observations:

SPEECH AND HEARING RECORD

I. Organs of Articulation:

Lips	Tongue	Teeth	Hard Palate
___ Normal	___ Normal	___ Normal	___ Normal
___ Cleft	___ Sluggish	___ Crooked	___ High Arch
___ Paralyzed	___ Paralyzed	___ Missing	___ Cleft

Jaw	Soft Palate
___ Normal	___ Normal
___ Open Bite	___ Sluggish
___ Overshot	___ Paralyzed
___ Undershot	___ Cleft

II. Voice:

Quality	Intensity	Pitch	Rate
___ Normal	___ Normal	___ Normal	___ Normal
___ Husky (Hoarse)	___ Too Loud	___ Too High	___ Too Rapid
___ Harsh	___ Too Soft	___ Too Low	___ Too Slow
___ Nasal	___ Uncontrolled	___ Monotone	
___ DeNasal	___ Loudness Patterns	___ Pitch Patterns	

III. Results of Speech Test:

___ Articulatory	___ Cerebral Palsy
___ Delayed	___ Hard of Hearing
___ Non-Fluency	___ Voice
___ Cleft Palate	

IV. Results of Audiometric Test:

___ Not Handicapped in Classroom

__ Handicapped - Severity

___ Slight ___ Moderate ___ Definite

V. Enrollment Information:

Date: _____

Days Visited: _____

No. of times seen weekly _____

Progress made at close of school year:

____ Good ___ Discontinued

____ Fair ____ Lack of interest

____ Poor ____ Moved

____ Continued

EDUCATIONAL PRECEPTION

Name:

School:

Grade:

Date:

Description of Communicative Behavior:

Objective:

Recommendations (Activities to be used):

Materials:

Evaluation:

Date objective met:

_____

Speech, Hearing and Language Therapist

DAILY LOG - Speech, Hearing, and Language Therapy

Name: _____ Date: _____

Date	Notes

School: _____ Therapist: _____

Status of Each Child on Caseload as of June _____.

Name	Grade	Status

SECTION VI

PROCEDURES FOR RESOURCE ROOM PLACEMENT

General Considerations

Primarily, resource rooms serve two populations; the learning disabled and the slow learner. Learning disabilities, as defined in bylaw 13.04.01.01, follows:

> Learning disabilities are defined as deficits in association, conceptualization, attention, psycho-motor development, perceptual, receptive, integrative, or expressive processes which interfere directly with cognitive learning and which require special educational programming. Children functioning between one and two standard deviations below the mean (70 to 90 I.Q.) as measured on standardized tests developed for the purpose of measuring intellectual functioning may be considered as learning disabled if their educational assessment indicates learning deficits which meet appropriate verification criteria.

Resource teachers shall administer the Slosson Intelligence Test to establish the I.Q. If, however, the student's I.Q. is below 90 or is suspected to be below 90, an individualized test such as the Wechsler Intelligence Scale for Children (WISC) must be administered by the school psychologist.

Other handicapping conditions such as intellectual limitation, emotional disturbance, multiple impairment, may also be served in resource rooms provided adequate verification is present. (See bylaw for detailed descriptions).

The caseload of resource teachers, both elementary and secondary, is limited to no more than thirty (30) different students per day. Resource teachers shall work with no more than an average of six children at any one time. Students may be exposed to the resource setting for a maximum of three hours per school day. This time frame should adequately allow for adaptation of programming to individual needs.

Referral Process

Resourece room referrals should follow procedures outlined in sections I and II above.

Forms - Elementary and Secondary

Following referral procedures, the educational assessment and educational prescription forms should be completed prior to placement of the student in special education and completion of the SSIS form. This should also be completed prior to securing parental permission for special education placement (see Section IV).

FORMS FOR RESOURCE ROOM PLACEMENT

ELEMENTARY

Elementary Form

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

GENERAL INFORMATION

NAME: _____ BIRTHDATE: _____

PARENT: _____ GRADE: _____

ADDRESS: _____ SCHOOL: _____

TELEPHONE: _____

PERSON COMPLETING ASSESSMENT: _____

DATE OF REFERRAL: _____

REFERRAL SOURCE: _____

TESTS ADMINISTERED: (include informal tests)

Name of Test	Administered by	Score	Date

TEST BEHAVIOR AND OBSERVATIONS:

I. PSYCHOLINGUISTIC SKILLS

(Place ✓ for particular strengths or weaknesses, otherwise ~ each item)	No Deficiency	Deficiency	Assessment Instrument Used
A. Attention Span			
B. Impulse Control			
C. Visual Discrimination			
D. Visual Perception			
E. Auditory Discrimination			
F. Auditory Perception			
G. Receptive Language			
H. Expressive Language			
I. Speech Development			
J. Visual Memory	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxxx
(short term)			
(long term)			
K. Auditory Memory	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx
(short term)			
(long term)			
L. Fine Motor Skills			
M. Gross Motor Skills			

II. DEVELOPMENT/BEHAVIOR

A. Health Status

1. childhood diseases:

2. illness or injuries:

3. surgical procedures:

4. unusual physical conditions:

5. visual acuity:

6. auditory acuity:

7. school attendance:

8. other considerations: (include self-help skills if applicable).

II. Development/Behavior (continued)

B. SOCIAL DEVELOPMENT

1. relationship with peers:

2. relationship with adults: (include authority figures, i.e., teachers, parents)

3. classroom behavior:

C. EMOTIONAL DEVELOPMENT

1. relationship with peers:

2. relationship with adults (include authority figures, i.e., teacher, parents)

3. classroom behavior

4. self-concept

III. ACADEMIC/VOCATIONAL

A. ACHIEVEMENT

1. reading grade level: (include name of measurement instrument)

2. spelling grade level: (include name of measurement instrument)

3. math grade level: (include name of measurement instrument)

4. ability to write:

5. additional academic information: (include survival skills if applicable)

B. CAREER INFORMATION

1. interests:

2. aptitudes:

IV. ASSESSMENT SUMMARY

A. Academic Achievement

IV. Assessment Summary (continued)

B. Developmental Patterns

C. Techniques of Learning

D. Behavioral Patterns

V. EDUCATIONAL MANAGEMENT PLAN

A. EDUCATIONAL DIAGNOSIS

1. Specific strengths: (use separate sheet if necessary)

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

2. Specific deficiencies: (use separate sheet if necessary)

a.

b.

c.

d.

e.

f.

g.

h.

i.

j

B. EDUCATIONAL PERSCRIPTION

1. see following sheet/s:

EDUCATIONAL PERSCRIPTION

SPECIFIC DEFICIENCY:

Date of Original Objective	Date of Amended Objective	Objective	Corrective Activity To Be Used To Meet Objective (include person responsible for activity)	Materials - Equipment	Evaluation	Date Met

FORMS FOR RESOURCE ROOM PLACEMENT

SECONDARY

Secondary Form

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

GENERAL INFORMATION

NAME: _____ BIRTHDATE: _____

PARENT: _____ GRADE: _____

ADDRESS: _____ SCHOOL: _____

TELEPHONE: _____

PERSON COMPLETING ASSESSMENT: _____

DATE OF REFERRAL: _____

REFERRAL SOURCE: _____

TESTS ADMINISTERED: (include informal tests)

Name of Test	Administered by	Score	Date

TEST BEHAVIOR AND OBSERVATIONS:

I. PSYCHOLINGUISTIC SKILLS

(Place ✓ for particular strengths or weaknesses otherwise ✓ each item)

	No Deficiency	Deficiency	Assessment Instrument Used
A. Attention Span			
B. Impulse Control			
C. Receptive Language			
D. Expressive Language			
E. Speech Development			
F. Visual Memory	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
(short term)			
(long term)			
G. Auditory Memory	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
(short term)			
(long term)			
H. Fine Motor Skills			
I. Gross Motor Skills			

II. DEVELOPMENT/BEHAVIOR

A. Health Status

1. childhood diseases:

2. illness or injuries:

3. surgical procedures:

4. unusual physical conditions:

5. visual acuity:

6. auditory acuity:

7. school attendance:

8. other considerations: (include self-help skills if applicable).

II. Development/Behavior (continued)

B. SOCIAL DEVELOPMENT

1. relationship with peers:

2. relationship with adults: (include authority figures, i.e., teachers, parents)

3. classroom behavior:

C. EMOTIONAL DEVELOPMENT

1. relationship with peers:

2. relationship with adults (include authority figures, i.e., teacher, parents)

3. classroom behavior

4. self-concept

III. ACADEMIC/VOCATIONAL

A. ACHIEVEMENT

1. reading grade level: (include name of measurement instrument)

2. spelling grade level: (include name of measurement instrument)

3. math grade level: (include name of measurement instrument)

4. ability to write:

5. additional academic information: (include survival skills if applicable)

B. CAREER INFORMATION

1. interests:

2. aptitudes:

IV. ASSESSMENT SUMMARY

A. Academic Achievement

IV. Assessment Summary (continued)

B. Developmental Patterns

C. Techniques of Learning

D. Behavioral Patterns

V. EDUCATIONAL MANAGEMENT PLAN

A. EDUCATIONAL DIAGNOSIS

1. Specific strengths: (use separate sheet if necessary)

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

2. Specific deficiencies: (use separate sheet if necessary)

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

B. EDUCATIONAL PERSCRIPTION

1. see following sheet/s:

EDUCATIONAL PRESCRIPTION

SPECIFIC DEFICIENCY:

Date of Original Objective	Date of Amended Objective	Objective	Corrective Activity To Be Used To Meet Objective (include person responsible for activity)	Materials - Equipment	Evaluation	Date Met

SECTION VII

PROCEDURES FOR SELF-CONTAINED CLASSROOM PLACEMENT

General Considerations

For school year 1975-76, the following self-contained programs will be available to Caroline County students; classes for the trainable mentally retarded (Special Education Center), a county-wide class for the educable mentally retarded grades 3 through 6 (Denton School), classes for the profoundly mentally retarded K-6 (Regional Special Education Center, Dorchester and Kent Counties), a class for the physically disabled K-6 (Riverview Middle), classes for the emotionally disturbed K-12 (Agnew School). Referrals to any of these programs must go through the Caroline County Special Services Committee (see Section III). Because each referral must be evaluated individually, the school assessment committee chairman (principal) and the Supervisor of Special Education shall jointly establish what information is needed by the Special Services Committee in order to make a decision about the case, i.e., educational assessment and prescription, psychological, other pertinent information. Insurance of adequate time to gather necessary information will be made prior to convening the county committee.

Program Description

Educable Mentally Retarded (EMR) - I.Q.'s between 55-70 and significant variance from normal in adaptive behavior.

Trainable Mentally Retarded (TMR) - I.Q.'s between 40-55 and significant variance from normal in adaptive behavior.

Profoundly Mentally Retarded (PMR) - I.Q.'s between 0-25 and significant variance from normal in adaptive behavior.

Physically Disabled - a neuro-muscular or medically restricting condition which interferes with normal learning processes and requires either temporary or permanent special educational provisions.

Emotionally Disturbed - behaviors which have developmental deviation in emotional functioning and which interfere directly with learning.

SECTION VIII

PROCEDURES FOR HOME/HOSPITAL INSTRUCTION

Students who, because of a physical and/or emotional condition, are unable to attend regular school sessions are eligible to receive instruction at home or in a hospital. In no instances should Home/Hospital Instruction be construed as anything other than a short-term itinerant service.

Home/Hospital Instruction shall be available to children with physical disabilities and who spend a period of convalescence or treatment time in a medical institution or convalescent home in or outside the State of Maryland. If the educational program offered is out of state, it must be approved by the host State Department of Education. In accordance with Bylaw 13.07.02.02. B, Home/Hospital Instruction shall be one of the options available to pregnant students. Verification of the physical condition by a licensed physician is necessary prior to placement in Home/Hospital Instruction.

Home/Hospital Instruction is available to children with emotional impairment only on an emergency basis. This service shall not exceed sixty (60) calendar days pending placement in an established educational program. Verification of the emotional impairment by both a certified school psychologist and a licensed psychiatrist is necessary prior to placement in Home/Hospital Instruction.

Under no circumstances shall Home/Hospital Instruction assume the primary responsibility for the education of a student. The school in which the student is enrolled shall have the primary responsibility for that student's educational program.

Referral Procedures

Referrals shall be made by principal to the Supervisor of Pupil Personnel. The principal shall forward the name of the student, his address, telephone number, and class schedule. The Supervisor of Pupil Personnel will determine the need for teaching based upon required medical and parental request forms. The appropriate instructional supervisor will secure the home teacher as soon as the three completed forms are received. Only certified teachers, or those approved by the Board of Education will be employed.

The Maryland State Department of Education allows a maximum of six hours of instruction per pupil per week. Instructional hours and reimbursement for teaching services shall be in accordance with policy established by the Maryland State Department of Education.

The maximum annual entitlement per child is $1,000.00. All reports of hours spent in instruction and of mileage shall be forwarded to the Supervisor of Pupil Personnel by the fifteenth of each month. Payment to Home/Hospital teachers shall be made at the end of each month.

Instruction may be given at any time during the regular school year as needed but all instruction shall be completed by May 31.

FORMS FOR HOME/HOSPITAL INSTRUCTION

ELEMENTARY and SECONDARY

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

APPLICATION FOR HOME TEACHING FOR HANDICAPPED CHILD

Date: _____

Name of Child: _____ Birthdate: _____

Address: _____

Parent or Guardian: _____

Last school attended: _____

Last date of attendance: _____

Grade attending, or completed when last attending: _____

Teacher's name: _____

Parent's reason for application: _____

_____

_____

Physican's Name: _____

Physician's Address: _____

_____
Signature of Parent or Guardian

TO BE COMPLETED BY COUNTY OFFICE

Date application received: _____

Date physician's report sent: _____ Received: _____

_____
Supervisor

Date approved: _____

_____
Superintendent

BOARD OF EDUCATION OF CAROLINE COUNTY
Denton, Maryland

MEDICAL DATA SHEET FOR HANDICAPPED CHILD
NEEDING HOME TEACHING

Date: _____

Name of Child: _____ Birthdate: _____

Address: _____

Parent or Guardian: _____

Address: _____

Disability of Child: (describe fully) _____

_____

_____

_____

_____

_____

Will child be required to use any type of appliance? If so, what, and for how long? _____

_____

_____

_____

_____

Physician's recommendation for special education service:

_____ 1 - Home teaching
_____ 2 - Special transportation
_____ 3 - Other (specify)

Reason for recommendation: _____

_____

_____

_____, M.D.

_____
Address

CAROLINE COUNTY BOARD OF EDUCATION
Denton, Maryland

_____
School

_____
Principal

HOME TEACHING REFERENCE

It is hereby recommended that arrangements for Home Teaching be made for the following student:

Name: _____ Phone: _____

Address: _____ Grade: _____

_____

Parents: _____

Present Schedule

	Class	Teacher
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

_____
Signature of Principal

APPENDIX B: EVALUATION CHECKLISTS

PROGRAM
EVALUATION
CHECKLIST

SCHOOL: CASE NUMBER:

TEACHER:

	N/A	YES	NO
1-Is referral form properly completed and filed in students' special education folder?			
2-If kindergarten or grade 1, is MSTOI completed and filed in students' special education folder?			
3-If grades 2-6, is Developmental Checklist completed and properly filed?			
4-Is the School Assessment Committee Action Form available and filed in student record?			
5-If appropriate, is the Caroline County Special Services Committee Action Form available and filed in student record?			
6-Is there evidence of parental involvement through presence of appropriate parental permission form in student record?			
7-Is there evidence from student record that parents have been advised of rights to due process?			
8-Has educational assessment and educational management plan been completed and filed in record?			
9-Is a handicapping condition obvious from the educational assessment?			
10-Is the listed handicapping condition congruent with mandates of the special education bylaw?			

HOME/HOSPITAL EVALUATION CHECKLIST

CASE NUMBER:

	YES	NO
1-Is application for Home/Hospital Instruction completed and filed?		
2-Has medical data sheet for the student been completed by a M.D. and properly filed?		
3-Has form entitled "Home Teaching Reference" been completed, filed, and signed by the principal?		

APPENDIX C: INTERNAL EVALUATION RESULTS

Table I
PROGRAM EVALUATION RESULTS BY TEACHER
AND
AVERAGE FOR COUNTY

School	Program	Teacher	% Positive
Greensboro	Resource	A	90
" "	"	B	80
Ridgely	"	C	100
Denton	"	D	100
"	"	E	80
"	TMR	F	100
"	"	G	90
"	"	H	100
"	EMR	I	100
Preston	Resource	J	100
Federalsburg	"	K	100
" "	"	L	80
Riverview Middle	"	M	100
" "	"	N	90
Col. Richardson Middle	"	O	100
" " "	"	P	100
North Caroline H.S.	Work-Study	Q	60
" " "	Resource	R	80
Col. Richardson H.S.	Work-Study	S	70
" " "	Resource	T	90
" " "	"	U	80
All Elementary	Speech	V	100
Average for County	---	-	90

Table II

PROGRAM EVALUATION RESULTS BY SCHOOLS

School	% Positive
Greensboro	85
Ridgely	100
Denton	95
Preston	100
Federalsburg	90
Riverview Middle	95
Col. Richardson Middle	100
North Caroline H.S.	70
Col. Richardson H.S.	80
Speech	100

Table III

HOME/HOSPITAL EVALUATION RESULTS

Case #	% Positive
1	100
2	100
3	100
4	100
5	100
6	100
7	100
8	100
9	100

APPENDIX D: EXTERNAL EVALUATION RESULTS

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

May 19, 1976

Mr. Donald Parks
Supervisor Special Education
Caroline County Board of Education
Denton, Maryland 21629

Dear Don:

Thank you very much for allowing the evaluation team to visit with you and complete the Maryland State Department of Education observation and review of special education cases and programs in Caroline County on April 29 - 30, 1976 and May 5 - 6, 1976.

After visiting schools and reviewing individual student cases throughout the school system the evaluation team feels that Caroline County is meeting State requirements as addressed in the State By-law, 13.04.01.

Please do not hesitate to contact me if I can be of any assistance as you continue to provide service to handicapped children in Caroline County.

Sincerely yours,

Jerry F. White

Jerry F. White
Regional Administrator, Region IV
Division of Special Education
Maryland State Department of Ed.

JFW:mlw
cc: W.S.H.

APPENDIX E: STATEMENTS FROM PRACTICUM

REVIEWERS

BOARD OF EDUCATION
OF CAROLINE COUNTY

DENTON, MARYLAND 21629

WILBUR S. HOOPENGARDNER
SUPERINTENDENT

TELEPHONE (301) 479-1460
WAREHOUSE 479-1463

To: Whom It May Concern

From: Local Practicum reviewers

Date: May 17, 1976

We, the undersigned, have examined the Maxi II Project completed by P. Donald Parks of the Baltimore Cluster, Nova University and verify that the information included in the project is accurately reported and that Mr. Parks completed the work and assembled the report.

Wilbur S. Hoopengardner
Superintendent of Schools

John J. Smith
Assistant Superintendent of Schools

Ruth N. Mink
Supervisor of Pupil Personnel

WSH:eat